EVALUATION OF TITLE I PRESCHOOL PROGRAMS AND THE MISSOURI PRESCHOOL PROJECT (MPP)

ADMINISTRATIVE MANUAL

2001-2002

SCHOOL ENTRY PROFILE—PRESCHOOL ASSESSMENT PROJECT EDITION

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STATEMENT OF PURPOSE

The evaluation of the quality of Title I preschool programs and the Missouri Preschool Project programs will yield important information that can be used to support all children's success in school. The purpose of the evaluation of Title I preschool programs and the Missouri Preschool Project programs is to assess the effectiveness of preschools in preparing children for kindergarten entry. This evaluation was not designed, is not valid, and will not be utilized for purposes of screening children for school entry or assigning them to special programs. Moreover, this initiative is not an evaluation of preschool teachers.

The *School Entry Profile—Preschool Assessment Project Edition* will be used to collect information; resultant data will be used to make inferences about equities and inequities of preschool experiences known to promote school success or difficulty. The findings will be used to identify ways to address those inequities so all children will have access to opportunities that promote school success.

The scoring of the *School Entry Profile—Preschool Assessment Project Edition* is designed to be reliable at the state, *not the individual* level. No individual student reports will be issued. Aggregated results will be used over time to measure the State's progress toward universal school readiness.

The items measure the level of knowledge and abilities of all students when they exit preschool. Tremendous variability in social skills, physical development, cognitive skills, language skills and literacy are expected. The items do not measure the entirety of what should be taught or assessed in preschool.

Information from the *School Entry Profile—Preschool Assessment Project Edition* will yield important information for preschool educators, health care providers, parents, and others who support children's success in school.

1 These categories are from a Census 2000 document published by the Office of Management and Budget.

TASKS TO COMPLETE IN THE EVALUATION OF TITLE I PRESCHOOL PROGRAMS AND THE MISSOURI PRESCHOOL PROJECT PROGRAMS

- ✔ **Complete all information.** A *School Entry Profile—Preschool Assessment Project Edition* is to be completed for each child in your class(es) who will exit preschool at the end of the 2001-2002 school year and is eligible to enter kindergarten in the fall of 2002.

- ✔ **Use a NUMBER 2 PENCIL** and **darken all circles completely**.

- ✔ **Darken the appropriate circles for the child's name** (Last, First, Middle Initial). Leave a blank space and darken the blank circle between the child's last name and first name and between the child's first name and middle initial. Please refer to the sample in Appendix A.

- ✔ **Darken the appropriate funding source(s) for your preschool program** (MPP, Title I, Local, 21st Century, Early Childhood Special Education, and/or other). Mark all the funding sources that apply.

- ✔ **Darken the appropriate circles for the child's social security number, if provided**. (The child's social security number is optional.)

- ✔ **Darken the Private Providers EIN Number** if you are a private provider. If you have questions, contact Ruth Flynn's office, (573) 751-2095.

- ✔ **Your county, district, and school codes** will be sent to you in the late winter or early spring along with the *School Entry Profile—Preschool Assessment Project Edition*, the *Return Cover Sheet,* and *a postage paid return envelope*. Darken the appropriate circles for your county, district, and school codes.

- ✔ **Darken the appropriate circles for other requested information**—i.e., date of birth, gender, ethnicity, completed one or two years at this preschool, and eligibility for free or reduced-price lunch. (The information about free or reduced lunch is optional.) Please refer to the race and ethnicity categories in Appendix C.

- ✔ **Use an *Observation Recording Form*** to record your anecdotal observations of each child prior to rating the child. The Observation Recording Form is for your use—do not mail it with the School Entry Profile—Preschool Assessment Project Edition.

- ✔ **Administer the instrument during the designated time frame.** The *School Entry Profile—Preschool Assessment Project Edition* should be completed during the last six weeks of the 2001-2002 school year.

- ✔ **Before mailing, check to see that there is a completed *School Entry Profile—Preschool Assessment Project Edition* for each child who is eligible to enter Kindergarten in the fall of 2002.**

- ✔ **Complete the *return cover sheet* and put it with the completed *School Entry Profiles—Preschool Assessment Project Edition* in the postage paid envelope self-addressed to:**

  Jeff Moran
  University of Missouri—Columbia
  Assessment Resource Center
  2800 Maguire Blvd.
  Columbia, MO 65211

- ✔ **Mail the envelope by June 7, 2002.**

If you have any questions, contact **Ruth Flynn, Director, Early Childhood Education,**
Missouri Department of Elementary and Secondary Education.
(573) 751-2095 **rflynn@mail.dese.state.mo.us**

DESCRIPTION OF THE *SCHOOL ENTRY PROFILE—PRESCHOOL ASSESSMENT PROJECT EDITION*

The *School Entry Profile—Preschool Assessment Project Edition* consists of 66 items that assess what children know and can do at the time they enter school. The items, arranged in seven learning domains, represent a range of developmental behaviors that promote school success. The seven domains are:

1. Physical Development
2. Symbolic Development
3. Communication
4. Mathematical/Physical Knowledge
5. Working with Others
6. Learning to Learn
7. Conventional Knowledge

Preschool teachers' systematic observations and anecdotal records will help prepare preschool children for kindergarten. The information gained from rating what children are able to do when exiting preschool will be useful for communicating information to parents and to kindergarten teachers and will facilitate the transition from preschool to school.

CRITICAL DIRECTIONS FOR THE SCHOOL ENTRY PROFILE-PRESCHOOL ASSESSMENT PROJECT EDITION

- **Refer to page 2** of this manual and review the directions for completing the requested information (e.g., child's name, county, district, and school codes, etc.). Remember to rate each child in your class(s) who will exit preschool at the end of the 2001-2002 school year on every item. Use a **NUMBER 2 PENCIL** and darken only one circle per item under the appropriate response.

- **End of the Year Ratings.** The rating should reflect the teacher's best estimate of what a child knows or is able to do when he/she *exits preschool.* To be valid and reliable, the ratings should be a synthesis of teacher observations of children throughout the school year (e.g., works cooperatively in a give and take manner).

- **Three-Point Rating Scale.** A three-point rating scale is used to rate children's level of knowledge and abilities in the Symbolic Development, Communication, Mathematical/Physical Knowledge, Working with Others, and Learning to Learn Domains. Indicate whether the knowledge or ability is evident ***Almost Always, Occasionally/Sometimes,*** or ***Not Yet/Almost Never***. (A simple "yes"/"no" rating scale was avoided because of the developmental nature of the knowledge and abilities of children.) The rating scale is intended to reflect the **consistency** with which a child demonstrates the knowledge or skill.
- **Changes in Rating Scale**. For Items in the Physical Development and Conventional Knowledge Domains, darken the circle under ***Yes*** or ***No*** for each item.

- **One Domain at a Time**. To maintain consistency in rating times for all children in the classroom, rate all the children on one domain at a time.

- **Order of Domains**. Preschool and kindergarten teachers recommended that ratings begin with the Physical Development Domain because it is easy to observe.

- **Lens for Ratings.** As you rate children on the items, keep this lens in mind.

At the end of preschool, he/she is able to:

DESCRIPTION OF THE LEARNING DOMAINS AND THE ITEMS

In the following section, each domain (and, in some cases, a broad learning area within the domain) is described. Within the description of each domain, the items (with examples that further describe the item) are listed.

PHYSICAL DEVELOPMENT

The five items in this domain are intended to assess physical development. Play opportunities especially enhance a child's ability to coordinate his/her own gross (e.g., running, jumping, climbing) and fine (e.g., controlling the hands, fingers, wrists, and ankles) motor skills. Additionally, play opportunities help children learn to coordinate their actions with the actions of objects (e.g., catching and throwing a ball), and to coordinate their actions with other children (e.g., playing tag and hide-and-go-seek). Healthy living practices that directly affect children's physical development include adequate nutrition, rest, medical care, and personal hygiene.

Item. Is physically active (e.g., runs; jumps, throws/kicks balls, climbs, or enjoys physically active games and activities).

Item. Demonstrates gross motor skills (e.g., runs; jumps; throws; walks on stripes on the floor or a balance beam, or carries or moves large, bulky, or heavy objects).

Item. Demonstrates fine motor skills (e.g., builds a tower with blocks, demonstrates control of a pencil or scissors, manipulates small objects; completes puzzles, strings small beads, or turns the pages of a book easily).

Item. Appears to be healthy (e.g., attends school regularly, is energetic and enthusiastic about playing and working, etc.).

Item. Practices personal hygiene (e.g., washes hands before eating and after using the bathroom, uses Kleenex, covers mouth when coughing, etc.).

SYMBOLIC DEVELOPMENT

The seven items in this domain are intended to assess the representation of ideas and feelings through pretend play, music and movement, and art and construction. Symbolic development refers to a child's ability to understand, create, and use symbols to represent something that is not present.

Representing ideas and feelings through pretend play

As children's imaginations grow, they may pretend to be someone in a different role. To do this, a child must keep in mind what the role means and be able to think about how the role is performed and what supplies are needed. Increasingly, children begin to elaborate on make-believe activity by planning what will be played—"Let's say you're the mommy and you get my blanket for me." During pretend play, children may take on the role of a family member, an individual in the community, or a fictional storybook or television character. Individual children frequently have a favorite role that they like to play during make-believe activities. Frequently, children demonstrate their highest level of competence during pretend play. They begin to substitute objects or verbal descriptions for real objects (e.g., "Let's pretend this is our house and that's the kitchen.").

Item. Takes part in interactive play (e.g., a child can cooperate with other children to build a castle, dig a trench, or move a large object from one end of the room to the other; "games" are usually creative and fairly unstructured. Frequently, there is no further purpose than the activity itself—2 or 3 children kicking a ball around the playground or playing together at a water or sand table.).

Item. Uses play themes (e.g., pretends to be a firefighter and puts on a firefighter's hat, uses a vehicle as his/her fire truck and finds an object to use as the fire hose; puts on a hat and goes on a trip; plays "house," "doctor," or acts out a theme from a favorite television show).

Representing ideas and feelings through movement

Children use movement to form impressions and construct ideas and feelings about their world (e.g., shrugging one's shoulders to express a feeling). Children begin to associate how they move with certain places, such as running and yelling on a playground or moving quietly while choosing a book at the library. As they develop, children become more creative in their patterns of movement (e.g., using a scarf while dancing or using paper plates as pretend skates).

Item. Represents ideas and feelings through movement (e.g., a child may pretend to move like a butterfly, airplane, or elephant; pretend to be a dancer swirling around with a "beautiful scarf"; may imagine being an ostrich with head and hands on the floor and legs straight, or do "the elephant walk"; pretend to be a skater sliding across the floor in stocking feet; or, on the playground, his/her rough and tumble movements may represent an idea).

Representing ideas and feelings through music

From the beginning, children are surrounded by a variety of sounds and rhythmic patterns. They may sing as they draw or play; create rhythms on their own instruments (e.g., an oatmeal box drum, a paper towel tube); take familiar songs and change or add to the words or tune; and even make up their own songs. Children enjoy playing their own tapes and begin to associate music with the context in which it is usually heard (e.g., a lullaby means bedtime and the "Star Spangled Banner" may indicate the start of a baseball game). As children listen to and make music in different settings, they learn to use sound and rhythm to communicate emotions and to symbolize important events. Many children have favorite nursery rhymes, songs, and sounds.

Item. Creates or responds to music (e.g., sings, dances, or plays musical instruments; may sing a doll to sleep; may sing or chant spontaneously while working; enjoys fingerplays and quietly listens to music at "rest time"—may tap a foot or gently move part of his/her body in rhythm to the music).

Representing ideas and feelings through art and construction

Children communicate their own ideas and feelings through visual symbols when they paint, draw, play with Playdough, or build with blocks. To children, the process of exploring, finding solutions, making judgements, and exercising preferences while creating with materials is more important than the finished product. Children may begin to label their drawings or buildings after the creation is completed. They frequently change what they call their drawings or buildings as the creations take on new meanings during the creative or play process. Children use their own standards to change and modify their work to suit their own purposes (e.g., a child may color his tree red because it is an apple tree). Preferences of color or shape frequently become important as a child constructs a picture or a tower.

Item. Represents ideas through construction (e.g., uses blocks, Legos, bristle blocks and other objects to form a construction—a road for his/her cars and trucks, a house, a garage, an airport, a bed for a baby doll or stuffed animal. As with other symbolic materials, children begin to construct more elaborate representational structures.).

Item. Uses art to convey feelings and ideas (e.g., clay, paint, crayons. Children may use art materials to do more elaborate representational drawings. Sometimes ideas are spontaneous; other times a child may start with an idea. Ideas and plans frequently change as a creation evolves.).

Item. Talks about his or her creations (e.g., sometimes tells what he/she will draw, build, paint, or create before beginning; sometimes spontaneously and sometimes with prompting a child describes a creation. He/she may include the meaning in the description. The child may be eager to show and tell the teacher, a peer, and/or Mom, Dad, another adult, and/or a sibling about his/her illustrations, art project, and/or block or Lego construction.).

COMMUNICATION

The 19 items in this domain are intended to assess children's development of language as the primary means to gain and give information. A child's experiences with adults and other children affect the degree to which she/he learns to use language for many purposes; develops an increasing vocabulary; and develops an interest in books, reading, and writing.

Using language for many purposes

A child can tell three or four complete thoughts about a picture; define simple words; ask the meaning of unknown words; and ask many questions to find out "what," "when," "where," and "why." Children try to figure things out on their own, often making generalizations on incomplete evidence, and they tell spontaneous stories, but may have difficulty separating fact from fantasy. Children use words to express feelings—affection, anger, frustration, fear—and often express feelings in positive terms, such as "I love you this big." An especially important use of a child's language skills is to establish social relationships. Usually children can take appropriate turns in conversation and can learn to take part in group discussions. Children use language to entertain themselves and others through the use of humor in spontaneous silly stories. A child likes to use new, big words and enjoys rhymes, songs, and fingerplays. Frequently, children can recite some verses of songs and rhymes from memory.

Item. Uses language to communicate ideas, feelings, questions, or to solve problems (e.g., asks who, what, when, where, and why questions; says "I don't like it when…" or "I'm happy because I'm going to Grandma's," and expresses 2 or 3 thoughts about what she/he wants to do [build with the blocks]).

Item. Uses language to pretend or create (e.g., when pretending to be a story or TV character, a child talks as though she/he is really the character; makes up silly rhymes or songs; tells a make-believe story; makes animal sounds).

Item. Responds to questions (e.g., will attempt to answer a question even if he/she doesn't know the answer; answers questions about classroom routines, where his/her personal belongings are or why she/he can or can't do something).

Item. Follows directions (e.g., is able to listen to and understand directions, such as "Put your work in your cubby," "Get ready for lunch," "It's time to line-up for recess," or "Sit on your place on the floor for circle time." Children are increasingly able to follow 2- or 3-step directions, such as "Get some crayons and find a place to work"; "Wash you hands, pick up your snack, and find a place to sit.").

Item. Shows interest in books (e.g., enjoys being read to; chooses to look at/read books; talks about books that she/he has at home; brings a book to school for the teacher to read to the class).

Item. Uses picture cues and/or context cues to construct meaning from text (e.g., when being read to, uses cues to answer questions about a story; when "reading" a book

on his/her own, tells the story based on picture cues; predicts what will come next; reads a wordless book orally).

Interest in books, reading, and writing

Children have a great interest in being read to and in being able to "read." They often memorize favorite stories; know when a part is skipped; and can fill in a word to make a sentence make sense. Children demonstrate increased interest in printed text, often asks "What is that word"? or "Where does it say that"? and by pointing out letters and/or words that they recognize. A child may spend considerable time looking at books by her/himself, enjoying the pictures, and picking out pictures or words that she/he knows. Children think of themselves as readers as they recognize environmental print. Writing is usually fun for children as they understand the correspondence between spoken and written language. Children frequently like to have their words written down and read back by an adult. They begin to write their own "notes," "stories," and "lists." Children often use letters randomly and use inventive spelling. For example, a child may write a series of unrelated letters or scribbles and ask "What does this spell"? Most children begin to show interest in writing their own name.

Item. Exhibits book handling skills (e.g., knows how to hold a book, turn pages, what a title is and where to find it, or where print begins and ends on a page).

Item. Reads environmental print (e.g., recognizes logos, such as McDonald's arches; TV characters, such as Barney or Teletubbies; the name of her/his favorite cereal; a stop sign; or a street sign).

Item. Responds to texts (e.g., identifies known objects in illustrations, talks about story, laughs, makes predictions, intones, questions, or compares).

Item. Identifies letters in the alphabet (e.g., identifies letters in his/her name; may identify letters in other personally significant words, such as "c" for cookie or a letter in a sibling's name).

Item. Recognizes that there is a relationship between letters and sounds (e.g., recognizes the sound of a letter or gives a word that starts with the letter—such as "d" – dog or "b"- Bobby).

Item. Recognizes that written spellings represent spoken words (e.g., knows which is his/her cubby by recognizing his/her name on the label; knows that the label "chair" on a chair means chair; looks at words on the page of a book and "reads" the story orally).

Item. "Reads" simple books (e.g., can "read" easy, beginning books, wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues).

Item. Scribbles with intended meaning (e.g., talks about what she/he is going to write or about what she/he has written without letter-sound correspondence; scribbles may represent a drawing of something or may represent writing).

Item. Uses some letters in writing (e.g., 3 or more letters, letters from own name or other personally significant letters; random letters—saying "I wrote __."; or asking "What does this spell"?).

Item. Uses letter-sound correspondence to write (e.g., may use invented spelling and/or inverted letters when writing words and sentences).

Item. Uses a variety of resources to facilitate writing (e.g., adults, peers, books, labels on objects, and/or environmental print).

Item. Shares writing with others (e.g., tells others about the intended meaning in drawings and "writing." Proudly shows writing to others).

Item. Recognizes first name in print.

MATHEMATICAL/PHYSICAL KNOWLEDGE

The 10 items in this domain are intended to assess the development of mathematical knowledge and promote school success. The items are based on the child's ability to construct classifications, learn to order things, construct numerical and spatial relationships, and to construct an understanding of time.

Constructing classifications of people, objects, and events

A child first compares objects using his/her own categories for the way things are alike and different. Development of the ability to classify objects by attributes may lead to an interest in collections of things. Increasingly, children are able to classify objects by using more than one attribute, such as big, red blocks or small circles.

Item. Classifies objects used in daily experiences (e.g., classifies clothing [socks, shoes, T-shirt, dress, pants]; all breeds of dogs are classified as dogs; classifies dogs, cats, birds, horses, etc. as animals; eating utensils; things to write with [pencil, ink pen, marker, crayon]; classifies toys).

Ordering things based on perception and using trial and error

Children build on experiences of putting objects in order through using their perceptions of obvious differences such as size, weight, or pattern to sequence as many as 4 or 5 objects. Simultaneously, children may use trial and error to sequence objects such as toy cars by checking the length of each one to the others and lining them up from shortest to longest.

Item. Writes some numbers (e.g., 3–7 numbers from 0 to 10, the number representing age, house or apartment number).

Item. Uses numerical relationships to solve problems in daily life (e.g., uses numbers to take lunch count, to figure out how many cookies are needed so that everyone can have one, or to determine the number of spaces to move the marker in a game; knows he/she needs to get 2 socks, 2 shoes, 1 shirt, and 1 pair of pants to get dressed).

Item. Orders things according to relative differences (e.g., arranges dolls according to height or trucks according to size; puts all the red blocks/objects together; sorts small toy animals from small toy cars).

Constructing numerical relationships

As children learn the concept of numbers, they begin to understand that a number stands for a value. Children may be able to count 2 or 3 objects using one-to-one correspondence and be able to give an adult just "one" or just "two" objects. They often count an object twice or skip objects when counting. Children learn to recognize and name numbers gradually, and at preschool exit are often able to recognize and name some numbers. The numbers that they recognize and name first frequently include their age, the number 2 (hold up one finger on each hand), and perhaps a few other numbers that have personal meaning (e.g., the number of

siblings or people in the family). At preschool exit, some children are learning to recite numbers to 10 and accurately count up to 9 objects using one-to-one correspondence.

A child's understanding of number concepts increases to include the ability to select "three" blocks from a larger group of blocks. Frequently, children rely more on the way things look than on counting when making judgements about values being the "same," "more," or "less." A variety of experiences such as playing board games and card games will lead to an increased understanding of the relationships between numbers and objects. Children will begin to understand that adding two groups together results in a larger group, such as two blocks and one block makes three blocks.

> **Item. Makes one-to-one correspondence** (e.g., when playing a game, understands that "one" means to move his/her marker one space; sorts objects into sets of "one," "two," and "three"; gives "just three blocks"; identifies the number "2" with two cookies).

> **Item. Determines "same," "more than," and "less than" by comparing** (e.g., looks at her own and another child's collection of buttons and says that she has more buttons than the other child; compares a full container with a half full container; knows that if she has 2 cookies and her friend has 2 cookies, they have the same number of cookies).

Constructing spatial relationships

Children learn to understand spatial relationships through physical activity and interaction with the environment. They solve spatial problems when building with blocks or setting up an area for dramatic play. Interest in comparing size, distance, and volume may include using some non-standard forms of measurement to solve problems such as how many cups of sand will it take to fill the bucket or how many blocks are needed to reach from one wall to another. Children begin to use location words to reflect understanding of distance, direction, and position. Such language includes terms such as "in front of," "in back of," "over," "under," "first," "middle," "top," and "bottom." Children use these terms to give directions or to locate things as they play. Children's drawings may represent distance, position, and direction more frequently.

> **Item. Uses spatial relationships in solving mathematical problems** (e.g., solves simple puzzles; rearranges blocks so they can all fit in a container; determines that number of chairs at a table will accommodate four children, and if places are to be set for five children another chair must be used).

Constructing an understanding of time

Children can follow familiar routines and can predict, based on their observations of a sequence of events, when it is time for something to occur in the daily schedule. For example, a child may be able to predict that it is time for snack when a teacher announces that it is time to clean up. Although children may become interested in adult timepieces such as clocks and calendars, their understanding of time continues to be based on more concrete experiences. Children may begin to show understanding of time concepts by using time words. Although not always accurate, a child may use words such as "morning,"

"tomorrow," "today," "everyday," "yesterday," "last night," and "sometime" to describe events that occur in the present, occurred in the past, and will occur in the future.

> **Item. Shows understanding of sequence of daily events** (e.g., initiates morning routine by greeting teacher and peers, hanging coat in his/her cubby, showing his/her parent what he/she is going to do first, saying good-bye to his/her parent, and becoming involved in the chosen activity; gets book bag and/or jacket before leaving school; and/or predicts when it is time to go outside by observing routines and teacher's signals).

Acting on objects and observing reactions

The first actions on objects are without any intention of producing a desired effect. This level includes activities that allow children to examine and explore objects using sight, touch, taste, sound, smell, and movement.

> **Item. Experiments with objects to produce effects** (e.g., wants to see what will happen when he/she continues to pour liquid in a container after it is full; adds one more block to a tall tower; uses lots of paste/glue when creating art; checks to see which of two balls went further after throwing each across the playground; when playing with objects in water, may predict which objects will float and which objects will sink; likes to turn lights on and off, close the window or door, operate a tape recorder, etc.).

Becoming aware of how the desired effect was produced

It is difficult for children to explain or describe how they produced a particular action or achieved a particular result. As children continue to learn about physical knowledge, it is necessary for adults to talk with children and ask them questions that stimulate discussion and encourage children to reflect on what actions might produce a desired effect. Questions relative to this level of thinking might include:

- "How did you do. . . ?"
- "How would you tell somebody else how to do it"?
- "I wonder why. . . "
- "Which way worked better"?
- "Does it make any difference if. . . "?

> **Item. Explains own actions in manipulating objects** (e.g., "The tower will fall if I put another block on top." "I shake the bell to make it ring." "I flip the light switch to turn on the light." "If I move the chairs over here, we can all sit at the table.").

WORKING WITH OTHERS

The seven items in this domain are intended to assess the development of social relationships.

Building relationships of mutual trust and respect with adults

Children use the adults in their life as resources, often asking for information, how to play a game, or to hear a favorite story. As children grow in their trust that the important adults in their lives respect their thoughts and feelings, they become more comfortable disagreeing and contributing their own ideas. Children frequently offer to become a resource for trusted adults through volunteering to teach a new game or share some new information.

Item. Uses adults as resources (e.g., asks questions, requests materials, checks out predictions and/or ideas; asks for help when he/she is "stuck").

Item. Initiates conversation with familiar adults (e.g., tells the teacher what she/he did last night or during the weekend; talks about his/her new toy or clothing item; brings work or creation to adult to describe what she/he did).

Building relationships with peers

By the time most children reach the chronological age for school entry, they are quite adept at playing with others their own age. Children have definite choices of special friends; are eager to please their friends; and can easily take part in cooperative play. Children are often able to discuss how to play fairly, make group decisions about their play activities, and assign roles to one another in their play.

Item. Works cooperatively with others in a give-and-take manner (e.g., takes turns in game playing; shares a box of crayons or a glue bottle with others; works with others to construct something or helps another child who experiences difficulty; waits for his/her turn to talk).

Item. Uses peers as resources (e.g., asks for help from peers, shares information and ideas with peers; accepts suggestions and ideas from peers during interactive play and/or cooperative learning).

Considering the perspective of others

Children show an increasing ability to consider how others feel or think in a variety of situations. They frequently show compassion or comfort when someone is hurt or sad. Increasingly, a child becomes able to listen to the ideas of a peer or another adult and adapt his/her own ideas to include theirs. Cooperative play includes the ability to share, take turns, follow rules, and to care for another's possessions.

Item. Shares resources with others (e.g., toys, manipulatives, materials, books, and other equipment).

Item. Shows sensitivity and respect for others (e.g., is learning to share and/or take turns; asks a peer if she/he can "read" the book that the peer brought to school; knows that others will become upset if she/he takes their belongings or toy or damages their work; gives a hug, gets a favorite object, and/or gets help from an adult when someone is hurt or sad).

Negotiating and applying rules

Children begin to understand rules as cooperative agreements that can be changed during play. Rules are important to children and they often explain or remind others of the rules. Children are becoming capable of negotiating with one another about who will go first or how to handle conflicts over materials by taking turns or playing together. They often enjoy playing simple table games or games like tag and hide-and-go-seek.

Item. Suggests appropriate solutions to conflicts (e.g., negotiates rules during play/work—such as who will go first, who will use which toy, etc.; pleases peers and adults; compromises—"Okay, we'll build a road with the blocks, then we will make a house for the animals.").

LEARNING TO LEARN

The nine items in this domain are intended to assess the development of curiosity and initiative and to measure the ability to focus on independent and group work.

Continuing to be curious

Children continue to be extremely curious and often ask innumerable questions. They are very interested in the cause-and-effect of their own actions and often explore through manipulation and questioning. Children enjoy and notice new things in their environments.

Item. Shows curiosity and interest (e.g., manipulates objects and asks many questions; enjoys and notices new things in his/her environment—"Oh, we have a new fish in the fish tank"; wants to explore the fire truck when it comes to school for fire prevention week; likes to listen to a new story; wants to find out what happens when different colors of paint are used at the same time).

Item. Explores and tries new things (e.g., tosses a bean bag into a hole in a box or on a board; jumps from one line to another; tells a story in front of a group; takes things apart or manipulates objects in different ways to see what happens and how objects feel; or eagerly uses a new toy or piece of equipment).

Taking initiative

Children enjoy and are capable of making decisions and choices concerning their everyday lives. They are able to plan ways to keep themselves busy and to organize a game with peers. Children frequently choose their own clothes and dress and undress themselves independently. Additionally, they like to help and can go on simple errands for adults within the classroom and home. Children are capable of establishing specific goals in play and work and are capable of accomplishing them. Children continue to be proud of their increasing ability to take responsibility and to imitate "grown-up" behaviors.

Item. Takes responsibility for belongings (e.g., hangs up coat, puts belongings and "work" in cubby or designated place, puts materials away, waters plants).

Item. Makes choices (e.g., chooses choice time activity(s), personal clothing, whether or not to follow rules and routines [clean-up, use her/his indoor voice], to work alone or with others, to expand or extend a choice [i.e., make a project more complex or work on a project for more than one day or "activity period"], or to assist others).

Item. Stays focused and productive while playing/working independently (e.g., is interested in the play/work, is not easily distracted by others, makes an effort to complete a task or activity, asks for help and/or accesses resources as needed, becomes more confident and able to work/play independently, begins to plan and think about ways to entertain him/herself, or takes pride in abilities and accomplishments).

Item. Stays focused and productive while playing/working in a group (e.g., wants to accomplish the group's task(s), accesses necessary resources/materials, shares

information/ideas with group members, isn't distracted by those who leave the group or lose focus, or may demonstrate leadership skills in helping others attend to the play/work).

Item. Shows pride in accomplishments (e.g., shows "product" to peers, teacher, parents; displays work as appropriate; wants to take work/projects home; becomes excited and smiles about accomplishments; is eager to practice and/or "take the next step").

Item. Copes with frustration and failure (e.g., waits for his/her turn, is willing to try again, or accepts suggestions from others).

Item. Talks about what he or she is learning (e.g., with peers, teachers, parents, and/or whole group; and/or makes connections with prior knowledge).

CONVENTIONAL KNOWLEDGE

The eight items in this domain are intended to assess knowledge of personal information; the community; and conventional notations, manners, and customs. Children can probably recite their whole name and age. They are interested in learning the month and day of their birthday and their address (e.g., street, city, state, and telephone number). Increasingly, children are able to recognize the primary colors and basic shapes (e.g., circle, square, rectangle, oval, etc.); count to 10, and name numbers from 0 to 10.

Item. Tells first and last name (e.g., tells name when asked and/or uses name to "introduce" self to others).

Item. Knows how to contact an adult family member (e.g., knows or knows where to locate a parent's or guardian's home or work telephone number).

Item. Knows age (e.g., tells age when asked, may be able to write the numeral that represents her/his age, or may verbally include ½ year age).

Item. Knows birth date (e.g., tells month and date).

Item. Recognizes some basic shapes (e.g., 3–4 shapes—circle, square, triangle, rectangle).

Item. Identifies basic colors (e.g., 3–4 colors—red, blue, green, yellow, purple).

Item. Counts by rote to 10.

Item. Recognizes and names some numbers to 10 (e.g., can point to and tell the name of 3–6 numbers to 10; will put his/her finger on the number 3, will tell the name when asked, "What number is this"?).

"KID WATCHING" TIPS

To observe a child objectively and systematically takes effort and practice. Skilled observers:

- Determine the purpose/goal of the observation.
- Pay close attention by being close enough to the child and/or activity to hear and see what is being said and done, but not so close as to interfere.
- Are interested in observing to learn about children's growth and development.
- Have experience observing children.
- Have participated in professional development focused on child development and developmentally appropriate expectations and practices.

When making important decisions that affect a child's life:

- Narrow the focus through goal setting and determining what to observe based on the purpose.
- Consider the evidence carefully—first impressions can often be misleading.
- Observe carefully over time.
- Record objectively what is actually observed.
- Make inferences and judgements only when all possible information has been gathered.

There are three types of observations:

1. Objective Observations—those that all individuals would agree are the same (e.g., the child used scissors to cut the paper; the child played with a ball the entire recess period, etc.).
2. Subjective Observations—personal opinions (e.g., the child sitting alone is "sad," "withdrawn," "being punished," "resting," thinking about what he/she will do next," etc.).
3. Inferences—conclusions or judgements about what a subjective or objective observation means relative to behavior.

It is easy to confuse objective observations with subjective opinions and inferences and first impressions can often be misleading. To make an accurate judgement:

- ✎ Know the developmental characteristics of the age group(s) being observed.

- ✎ Carefully observe over time in a variety of situations.

- ✎ Determine the purpose or goal of the observation.

- ✎ Record observation(s).

    - Take notes during the observation and complete the anecdotal record later. Note *subjective observations* and/or questions in a manner that distinguishes them from *objective observations*.

    - Be specific and use descriptive words to indicate the quality of an action (e.g., made a tower of eight blocks, scribbled under her/his drawing and said, "This is a picture of my family." Sorted by color, bounced the ball five-six times, "read" a book to self and/or peer, etc.).

    - Note the basic action(s) of the child (e.g., what s/he did and/or said).

    - Include the context of the situation so that specific behaviors can be more accurately interpreted (e.g., what caused a child to engage in a specific activity or action).

    - Record the interactions of a play situation (e.g., who initiates the play).

    - Note the styles of interaction (e.g., the child takes over, the child sets up a solitary play situation, the interest in engaging is mutual, physical contact occurs, the child interrupts others, etc.).

- ✎ Read child development information and/or participate in child development inservice training.

- ✎ Discuss observations and/or questions with a child development specialist; child's parent/guardian, adult friends or family members; and/or the child him/herself.

- ✎ Confirm observations through a second opinion.

- ✎ Make inferences or judgements carefully without "jumping" to conclusions.

Some observable changes that indicate positive growth and development include:

- Shows enjoyment of other children and adults more frequently.
- Becomes upset less often.
- Displays confidence in her/himself more frequently.
- Wants to try new experiences, materials, games, etc.
- Becomes interested in more things and activities.

Appendix A:
Sample Identification Grid for the *School Entry Profile—Preschool Assessment Project Edition*

Appendix B:
County, District, and School Codes

APPENDIX B

WE WILL HAVE THE COUNTY, DISTRICT, AND SCHOOL CODES AVAILABLE WHEN YOUR SCHOOL ENTRY PROFILES ARE MAILED TO YOU.

Appendix C:
Race and Ethnicity Categories

Race and Ethnicity Categories[1]

American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

[1] These categories are from a Census 2000 document published by the Office of Management and Budget.